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ABSTRACT

This publication presents 22 annotated items from the ERIC collection on community schools. The literature reviewed covers such topics as development of a community education program, the role of the community school director, year-round community schools, financing community education, the community education curriculum, and community education research. (DN)

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The Best of ERIC

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The Best of ERIC presents annotations of ERIC literature on important topics in educational management.

The selections are intended to give the practicing educator easy access to the most significant and useful information available from ERIC. Because of space limitations, the items listed should be viewed as representative, rather than exhaustive, of literature meeting those criteria.

Materials were selected for inclusion from the ERIC catalogs *Resources in Education (RIE)* and *Current Index to Journals in Education (CIJE).*

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Community Schools

Baas, Alan. *Community Schools. Educational Management Review Series Number 24.* Eugene: ERIC Clearinghouse on Educational Management, University of Oregon, 1973. 8 pages. ED 083 667 MF $0.75 HC $1.50. (Also available from Editor, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403. Free.)

Baas reviews representative ERIC reports and journal articles dealing with various aspects of the community school—the concept, the development of the community school movement, and procedures for establishing a community school and staffing it. Although brief, his review is well written and easy to read, providing a good starting point for those not familiar with the subject.

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Carrillo, Tony S., and Heaton, Israel C. "Strategies for Establishing a Community Education Program." *Phi Delta Kappan*, 54, 3 (November 1972), pp. 165-167. EJ 067 784.

In establishing a community education program, it is absolutely essential to enlist the advice and participation of the members of the community who are to ultimately benefit from such a program, according to Carrillo and Heaton. The process of developing a community education program is important "so that community education is established as a way of life and not just as an experimental program." These authors list 14 "developmental steps" to insure successful program implementation. The process they outline has been used successfully in many districts initiating community school programs.

Community Education Journal

For those educators interested in keeping abreast of recent developments in the field of community education, this journal is a good source. Published monthly, it contains articles by nationally known theorists and practitioners covering all aspects of this field, especially the community school. Some of its better articles are included elsewhere in this bibliography.

EA 006 294

"Community Schools Share the Space and the Action." *Nation's Schools*, 93, 3 (March 1974), pp. 29-32, 35. EJ 092 691.

The planning and operation of three of the nation's largest, most extensive community schools are described in this article. These schools (in Atlanta, Georgia; Arlington, Virginia; and Pontiac, Michigan) are only three of approximately 50 buildings "with integrated school and community programs" constructed in the last ten years. The communities served by these three facilities are quite different from each other, with the Atlanta center serving an inner-city neighborhood, the Arlington center, a suburban area, and the Pontiac center, a whole town.

This article is of interest because it indicates in very specific terms just how community education theory has been successfully put into practice in different community contexts.

Ellis, Peter, and Sperling, John. "The Role of Community School Director as Organizer." *Community Education Journal*, 3, 1 (January 1973), pp. 55-56, 61. EJ 070 334.

"The most important of many tasks of the Community School Director is to organize the various constituencies in his community." Ellis and Sperling see organization as the means of reintegrating often disillusioned and alienated people back into the structure of the community. The key to this reintegration is *power*, which can be, according to these authors, "a humanizing force."

The community school director, through his organizing abilities, can channel the energy of community members into the constructive exercise of power—"an aspect of human potential," not "a social force which has a finite quality." Their assertion that "lack of power corrupts and absolute lack of power corrupts absolutely" offers an interesting context in which to view the role of the community school director.

Hickey, Howard W., and Van Voorhees, Curtis; eds. *The Role of the School in Community Education.* Midland, Michigan: Pendell Publishing Co., 1969. ED number not yet assigned. (Available from Pendell Publishing Co., Box 1666, Midland, Michigan 48640. $4.95.)

This book is a collection of articles by some of the most prominent authorities in the field of community education. Almost every major aspect of the relationship between community education and the school is covered in this volume, including administration, community-school relations, financing the community school, facilities utilization, staffing and training, and research and evaluation. Although it was published five years ago, it is still a valuable, comprehensive resource.

Hiemstra, Roger. *The Educative Community. Linking the Community, School, and Family. The Professional Education Series.* Lincoln, Nebraska: Professional Educators Publications, Inc., 1972. 116 pages. ED 078 575 Document not available from EDRS. (Available from Professional Educators Publications, Inc., Box 80728, Lincoln, Nebraska 68501. Order No. 006-4, $1.75.)

Chapter three of Hiemstra's examination of the relationship between the community and the educational process deals specifically with the community school. As he defines it, the community school "is simply a school within easy access of local residents . . . and educational programs designed for, and in cooperation with, the residents."

In outlining the administration of the community school, Hiemstra notes that communication between school and community must be open and regular. This kind of communication "between people and agencies" is the key to full utilization of the community school, according to Hiemstra.

Hiemstra's report is valuable because it attempts to delineate the relationship between the community and the educational process—a relationship that the community school can greatly strengthen.

Hughes, John R., ed. *The Community School and Its Concepts.* Albany: Department of Educational Administration, State University of New York at Albany, [1972]. 12 pages. ED 073 531 MF $0.75 HC $1.50.

In this examination, Hughes views the community school as a transformation of the traditional neighborhood school into a "total community center for people of all ages and backgrounds" that utilizes the resources of the whole community, eliminating "duplication of effort." Like Hiemstra, he emphasizes the importance of "flat" or horizontal organization in the administration of the community school. Hughes sees the teacher as a "fully competent decision maker." He briefly outlines the roles of board members, superintendents, principals, and most importantly, the community school director.

His rather informally written paper is a good summary of some of the important aspects of the organization and conceptual makeup of the community school.

Kerensky, Vasil M. "Correcting Some Misconceptions about Community Education." *Phi Delta Kappan,* 54, 3 (November 1972), pp. 158-160. EJ 067 801.

Knowing what community education is *not* is almost as important as knowing what it is, according to Kerensky. He indicates a thorough acquaintance with the tendency of some educators to regard innovations (such as the community school) as mere additions to what he considers "an educational . . . structure that is in danger of falling from its own dead weight." The true community school cannot be based on the same educational premises that have governed the American educational system in the past. As Kerensky states, "What community educators seek is a new form of education."

His summary of the community education concept is lucid and his words of warning relevant to those who would confine its implications.

Kerensky, Vasil M., and Melby, Ernest O. *Education II—The Social Imperative.* Midland, Michigan: Pendell Publishing Co., 1971. ED number not yet assigned. (Available from Pendell Publishing Co., Box 1666, Midland, Michigan 48640. $7.50.)

Kerensky and Melby's book offers one of the most thorough analyses of the American educational system available. These authors very effectively relate the concepts of education and community within the social and cultural context of the twentieth century. Their ideas of community education and its instrument of realization, the community school, are presented as major means for combatting the societal ills plaguing urban-oriented Americans.

The true community school can be a major instrument in the realization of "the American Dream" of "freedom not only from oppression but for a full life." Their ability to synthesize the currents in present-day educational thought is outstanding, and their book makes excellent reading for those interested in the overall context of the community school movement.

Mattheis, Duane J. "Community Schools: New Hope for Education." Speech presented at National Community School Education Association national convention, St. Louis, November-December 1972. 15 pages. ED 071 191 MF $0.75 HC $1.50.

Mattheis assigns the upsurge of interest in the community school to a general movement to make government and its agencies more available to the public. He defines the community school as "a means of meeting the cultural, educational, emotional, health, physical and social needs of all of the citizens in the community." In order to meet these needs, Mattheis notes a trend toward local communities taking the initiative in implementing the community school concept.

Mattheis outlines the role of federal agencies in encouraging the further development of community schools. His perspective (as an official of the Office of Education) is an interesting indication of the attitudes of the federal government toward locally initiated community schools.

McCloskey, Gordon. *Year-Round Community Schools: A Framework for Administrative Leadership.* Washington, D.C.: American Association of School Administrators, [1973]. 63 pages. ED 079 838 MF $0.75 HC $3.15. (Also available from American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209. Stock No. 021-00392, $4.00, quantity discount.)

Pointing out that the idea of making full use of community educational resources all year round is not new, McClosky notes that this combination of the community education concept and the year-round school concept is more relevant now in view of "our present-day need for using all available resources." These two concepts together can provide not only the more economically efficient utilization of resources such as facilities, but the fuller realization of human potential within the community as well.

McClosky presents some of the major year-round school "patterns" and shows how these patterns may be incorporated into the community school. He also defines and analyzes some of the major administrative tasks involved in planning and implementing a year-round community school.

Minzey, Jack. "Community Education: An Amalgam of Many Views." *Phi Delta Kappan*, 54, 3 (November 1972), pp. 150-153. EJ 067 799.

Minzey's approach to the varied concepts of community education and their relation to the community school is an intelligent, informed one, making his article well worth reading. The concepts of community education and the community school have evolved from rather simplified notions of after-school enrichment programs to a more thorough-going, refined idea of educational *process*, according to Minzey.

Both process and program are essential elements of community education because community education "is an educational philosophy which has concern for all aspects of community life." To Minzey, the concept of community education as actualized through the community school "provides a technique for returning to true participatory democracy."

Molloy, Larry. *Community/School: Sharing the Space and the Action. A Report.* New York: Educational Facilities Laboratories, Inc., 1973. 98 pages. ED 084 643 MF $0.75 HC $4.20. (Also available from Educational Facilities Laboratories, Inc., 477 Madison Avenue, New York, New York 10022. $3.00.)

In his examination of the role of shared facilities in community education, Molloy draws a distinction between the community school and "community/school." In the latter "the entire building is operated for the benefit of people of all ages in the community and is paid for and operated by educational and other public service agencies." In other words, the distinction between the community and the school is dissolved under Molloy's definition.

This union of school and community can, according to Molloy, "make significant differences in the economy and productivity of local services" of all kinds. On this concept he bases his analysis of the planning, administration, architecture, and legal aspects of community/schools.

Molloy's book is well-written and interestingly illustrated.

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Address requests to EDRS, P.O. Box 190, Arlington, Virginia, 22210.

Nance, Everette E. "The Community Education Coordinator." *Community Education Journal*, 2, 5 (November 1972), pp. 52-55. EJ 067 066.

The role of the community education coordinator is to integrate and coordinate the entire program, according to Nance. Because of the centrality of this position, the selection of the coordinator is obviously extremely important. Nance outlines the process for hiring a coordinator, as well as some of the personality traits that he should possess in order to succeed at his job of "tight-rope walker."

The coordinator must be an adept organizer, administrator, "salesman," communicator, and "human relations builder." He is "a disrupter, a change agent" ultimately charged with the success or failure of the community education program. Nance's article is of value primarily because it pinpoints essential aspects of the somewhat Herculean role of the coordinator.

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Olsen, Edward G. "Enlivening the Community School Curriculum." *Phi Delta Kappan*, 54, 3 (November 1972), pp. 176-178. EJ 067 803.

Olsen argues persuasively for community school curriculum based on the "life concerns and problems of living" that all people face. His basic premise is that education can lead people to "learn to live humanely together as one family of man in a pluralist world." To achieve this goal, the community school should be concerned with "life-activity areas" such as "asserting personal identity," "adjusting to other people," "protecting life and health," and "controlling the environment."

By structuring its curriculum around these areas, learning may be directly joined to living, and education may be taken out of the confines of the classroom into the community where it belongs, according to Olsen.

Pappadakis, Nick, and Totten, W. Fred. "Financing the New Dimensions of Community Education." *Phi Delta Kappan*, 54, 3 (November 1972), pp. 192-194. EJ 068 154.

Where can a school district look for financial support of community education? In a well-written and clearly organized article on funding sources for the community school, Pappadakis and Totten offer valuable suggestions for districts considering conversion to community education. These authors note that "when all schools in a district are converted into community schools on an organized basis the increased cost is between 6 and 8%."

However, they believe that financial support for community schools is much more available than many educators think. They list as potential funding sources (in addition to taxation and other traditional sources) educational foundations, private business and industry, and state and local governments. Also included is a list of federal acts providing educational funds.

Rigby, Avard A. "State Leadership in Community Education." Speech given at National Congress of Parents and Teachers annual meeting, Chicago, May 1972. 7 pages. ED 064 769 MF $0.75 HC $1.50.

Rigby summarizes the development of Utah's state community education program, which is directed through the state education agency. Working in cooperation with various state and local government agencies, the state community education coordinator provides, according to Rigby, the kind of direct leadership necessary to guide local communities in establishing community schools. The state is in a much better position to provide this direct guidance than the universities, which can furnish only "indirect leadership."

Rigby's summary offers a good (though brief) look at the role that the state can play in encouraging the development of community schools without violating the autonomy of the communities that those schools are to serve.

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Besides processing documents and journal articles, the Clearinghouse prepares bibliographies, literature reviews, monographs, and other interpretive research studies on topics in its educational area.

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EA 006 294

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Schofield, Dee. *Community Schools. NAESP School Leadership Digest Series, Number Four.* Washington, D.C.: National Association of Elementary School Principals, 1974 (prepared by ERIC Clearinghouse on Educational Management, University of Oregon). (Available only as a series of 13 reports from National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209. $24.00 plus postage.)

This analysis of the research touches on the administration, curriculum, facilities, and financing of present-day community schools. Schofield traces the conceptual development of the community school from a means of community cultural transformation directed by an outside force to a means of preserving the cultural and social identity of a community.

She sees community education as one possible means of combatting the ills plaguing our society, but she cautions that the educational system as a whole must become more receptive to change if the potential benefits of community education are to be realized.

Talbot, Walter D. "Community Education: The Foundation of All Education." *Community Education Journal,* 3, 5 (September 1973), pp. 8-11, 46. EJ 082 633.

Talbot's model describing the evolution of the community education concept outlines the progression from the once-prevalent attitude that "schools should be established and operated for school's sake" (that the school was "owned" by its teachers and administrators) to the current attitude that "schools belong to the people." Like Kerensky and others, he maintains that community education is process-oriented, instead of product-oriented. The implementation of this concept necessitates change. As he states, the gap between "what is" and "what ought to be" is necessary to furnish the impetus to change.

Van Voorhees, Curtis. "Community Education Needs Research for Survival." *Phi Delta Kappan,* 54, 3 (November 1972), pp. 203-205. EJ 068 919.

"Several decades after its birth as an educational movement, community education is still supported not by facts but by the logic of the process," according to Van Voorhees. Noting the inaccessibility and "unreadable" nature of much community research, he lists three steps to diminish "the research lag in community education."

First, educators should be more free in borrowing information and approaches from other disciplines (such as sociology, psychology, and community development). Second, the dissertation structure should be revised to allow for research over a longer period of time. And finally, the research process must be coordinated in an efficient and effective manner.

Weaver, Donald C. "A Case for Theory Development in Community Education." *Phi Delta Kappan,* 54, 3 (November 1972), pp. 154-157. EJ 067 800.

Weaver maintains that the development of theory upon which to base the assumptions and hypotheses of community education is absolutely essential. Noting that "an examination of the literature reveals few attempts at systematic theory development," he outlines six steps to supply this lack of theoretical framework: Definition of community education, description of the conditions under which community education is to be practiced, examination of the literature, statement of hypotheses, testing of those hypotheses, and modification of theory. Weaver's approach calls for basing practice on theory, instead of theory on practice.

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